

ARIZONA DEPARTMENT OF EDUCATION

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STATE OF ARIZONA

SCHOOL FINANCE MEMORANDUM 06-075

To: Charter School Operators, Charter School Sponsors, Charter Business Managers,
Charter Principals & Administrators, and All Charter Schools

From: Philip Williams
Deputy Associate Superintendent of School Finance

Date: May 2, 2006

Subject: Charter School Estimated Student Enrollment List Collection for FY 2006-2007

REQUIREMENTS

- Per A.R.S. 15-185.B.2 the student count of a charter school shall be determined initially by using an estimated count.
- The Charter Board requires charter schools to have specific student and parent information on file for any student that is recorded on the estimated list. The required information can be located at: <http://www.asbcs.state.az.us/asbcs/pdf/EstEnrollmentDataRequirement.pdf>
- The initial estimated student count list must not exceed actual registration of pupils.
- After school begins, but before each of the listed due dates, the name of any student who has not participated in instruction must be removed from the list.
- Students whose names were not on the initial estimated count list may be added at any time the application is available until the last due date.
- Charter school operators are not obligated to list every student.
- All charter school operators, including operators of district sponsored charter schools, must submit a student list to ADE using the Charter Estimated Counts on-line application, for each charter site.
- ADE will NOT pre-populate the Charter Estimated Counts application with student information from the previous school year.

Student level data on the Charter Estimated Count List will be used as the basis for calculating State Aid as follows:

**Charter School
Student List due
by 5:00 PM on:**

June 26, 2006
July 21, 2006
August 18, 2006
September 18, 2006

For payment on:

July 15, 2006
August 15, 2006
September 15, 2006
October 15, 2006

PROCESS AND PROCEDURES

Charter school student lists are submitted to ADE via the Charter Estimated Counts on-line application. This application is accessible through the Common Logon web page at www.ade.az.gov/commonlogon, and provides two options for submitting the data:

1. Manual entry of each student using the form fields provided within the application; or

The screenshot shows a web browser window titled "Estimated Counts - Add Students - Microsoft Internet Explorer". The address bar shows the URL: <https://www3.ade.az.gov/EstCounts/add.asp?ctds=018752001>. The page header includes the Arizona Department of Education logo and the title "Charter Estimated Counts - FY 20XX". Below the title is a navigation bar with links: "Charter Holders | Charter Schools | Student List | Add Students | Upload Files | Help". The main content area contains a form for adding a new student. The form fields are: Last Name, First Name, Middle Initial, Birth Date (MM/DD/YYYY), Previous LEA, Grade Level (dropdown), SPED Category (dropdown with "None" selected), Service Type (dropdown with "None" selected), and LEP Status (dropdown with "No" selected). At the bottom of the form are "Submit" and "Cancel" buttons. A green question mark icon and a note are present above the form fields.

Enter the requested information in the form below and click the Submit button to record the new student. Click the Cancel button to abort and return to the student list.

Last Name:

First Name:

Middle Initial:

Birth Date (MM/DD/YYYY):

Previous LEA:

Grade Level:

SPED Category:

Service Type:

LEP Status:

2. Upload of a properly formatted data file (comma-delimited text file).

The definitions and descriptions of the data (see page 3), apply to both the on-line manual entry into the application and the comma-delimited text file.

Note: Student names can only be deleted from the Charter Estimated Count through use of the feature designed for this purpose in the on-line application.

Until Average Daily Membership can be calculated from SAIS, payments generated on the 15th of each month are based on the estimated count list. The estimated student list is due before 5:00 PM on the due dates listed previously in this document. After 5:00pm, the estimated counts application will be administratively locked for five ADE business days and will not re-open until the sixth ADE business day after the due date. A summary report of the charter's submission will be posted to the charter school's home page on the ADE School Finance website: <http://www.ade.az.gov/Districts/EntitySelection.asp> within the five business days after each due date. **Please remember to carefully review the charter student list each month for duplicates or erroneous entries that will need to be corrected once the application re-opens.** It is the responsibility of each charter school to verify that the information posted on the summary report correctly reflects the sum of the student level data that was submitted by one of the two data submission processes.

DATA SUBMISSION REQUIREMENTS

The following definitions and descriptions of the student level data apply to both the on-line manual entry into the application and the comma-delimited text file.

1. Data must be submitted at the **site level**, (the CTDS number ending in 000 represents the holder level not the site level). One data file must be submitted for each charter school site. So, if the charter holder is represented by two charter school sites, then two separate files must be completed and submitted for each. When saving the file(s), please use the charter school site level number in the name of the file. The site level number is equal to the last three digits of the charter school CTDS number. For example, Bright Blue Charter School has two charter schools. The charter school site CTDS numbers end in 101 and 102, respectively. Therefore, school site 101 will submit a data file as BrightBlue101.txt and school site 102 will submit a separate data file as BrightBlue102.txt.
2. Data must be submitted electronically using the Charter Estimated Counts on-line application. ADE will not accept any student level data not submitted via the on-line application.

Specifications For Using Comma-Delimited Text Files			
For those using the text file upload option, the first row must contain data header fields, and all subsequent rows must contain student data. All values must be surrounded by double quotes and separated by commas. Each row of the text file must end with carriage return and line feed characters. Check the example below for an illustration of these requirements.			
Data Header Definition			
Data Field	Definition	Data Format	
CTDS Number	County-Type-District-Site (No dashes example: 018701101)	Text	
Charter Name	Name of Charter Holder	Text	
Charter Site Name	Name of Site	Text	
Contact Name	Name of contact to address questions to.	Text	
Contact Telephone	Phone number of contact.	Text	
Contact e-mail	E-mail address of contact.	Text	
Note: Address and contact information listed on this form does not change the official information approved in your contract. The charter school must follow the sponsors’ policy to change chartered contract information.			
Student List Definition			
Data Field	Definition	Data Format	Maximum Field Length
First Name	First Name	Text	Up to 20 characters
MI	Middle Initial	Text	Blank or 1 character
Last Name	Last Name	Text	Up to 30 characters
Birth Date	Birth Date	Numeric (MMDDYY)	6 Digits
* Previous LEA	List the name of the district or charter school the student attended in the previous school year OR the ISEP/Non-ISEP data if applicable. (Please see first asterisk on page 4).	Text	Up to 80 characters
Grade Level	The student’s grade for the upcoming school year.	Text: KG, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12	2 characters
** SPED Category	Please refer to the expanded category definition on page 4. (Please see second set of asterisks on page 6).	Text: A, ED, EDP, HI, MD, MDSSI, MIMR, MOMR, OHI, OI, SLD, SLI, SMR, TBI, VI	Blank or up to 5 characters
Service Type	Please refer to the expanded service type definitions on pages 5 and 6.	Text: A, B, C, D, E, F, G, H, I, J, S, V	Blank or 1 character
ELL Status	Will ELL services be provided?	Text: Y = Yes; N = No or Blank = No	Blank or 1 character

Example of Text File Format

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"018756001","Sample CharterHolder","Sample CharterSite","Joe Smith","(602) 555-5555","joesmith@email.com"
"Joe","","Jones","010185","Previous Charter 1","01","","","Y"
"Susie","H","Smith","020288","Previous Charter 2","03","A","A","N"
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* Charter schools receiving Indian School Equalization Program (ISEP) funds must report data used in the calculation of state aid separately for the ISEP students and Non-ISEP students. This allows the Arizona Department of Education to accurately apply A.R.S. §15-185 (D) only to the state aid generated by the ISEP funded students. Those students that are Non-ISEP will generate monthly state aid for the charter because these students are not funded by the federal Indian School Equalization Program.

For reporting purposes, all students must be identified as either ISEP or Non-ISEP in the **Previous LEA field** of the Charter Estimated Counts application. Once reporting commences with SAIS, all Non-ISEP students must be accurately identified by Register ID 7777.

SPECIAL EDUCATION ELIGIBILITY REQUIREMENTS

Special Education students can be claimed on the estimated student list if all eligibility requirements are in place when registering for the upcoming school year. The charter is strongly encouraged to be conservative in the submission of the estimates. It is important to note that once actual SPED counts are calculated from data submitted to SAIS, an overestimated SPED count may result in a non-payment status for one or more months for the charter.

The IEP team determines the category under which a student is eligible to receive services once a student has been evaluated. It is possible for a student to be eligible to receive special education services in more than one category. If this is the case, **only submit the highest weighted (primary) category for the student. No student should be submitted more than once to the estimated counts application.** Please refer to the Budget Worksheets for the special education weights. **If there is any uncertainty regarding the student's category and/or service type, the charter is encouraged to wait to submit the actual special education student information into SAIS.** All funding for any eligible special education student not claimed during the estimated counts period will be retroactive to the beginning of the fiscal year once payment commences from the actual SPED data resident in SAIS. Funding from the charter's actual SPED data resident in SAIS typically begins January 15th.

SPECIAL EDUCATION CATEGORIES AND SERVICE TYPES

Categories	
Category Acronym	Category
A	Autism
ED	Emotional Disability
EDP	Emotional Disability (Separate Facility, Private School)
HI	Hearing Impairment
MD	Multiple Disabilities
MDSSI	Multiple Disabilities-Severe Sensory Impairment
MIMR	Mild Mental Retardation
MOMR	Moderate Mental Retardation
OHI	Other Health Impairment
OI	Orthopedic Impairment
SLD	Specific Learning Disability
SLI	Speech/Language Impairment
SMR	Severe Mental Retardation
TBI	Traumatic Brain Injury
VI	Visual Impairment

ADE/ESS anticipates that there will be changes to the service codes for FY 2006-2007 due to the reauthorization of IDEA. Once approved, ESS will publish the new service codes and facilitate special education data collection workshops in the Fall 2006. ESS (602) 542-4013.

Service Type					
Grade	Service Code	Description	State Funding Eligible	Federal Only: Resourced or Self-Contained	Federal Funding Eligible
all but PS	A	Outside Regular Class less than 21% of the day. This may include children placed in: regular class with special education/related services provided within regular classes; regular class with special education/related services provided outside the regular classes; or regular class with special education services provided in resource rooms.	yes	Resourced	Yes
all but PS	B	Outside Regular Class for at least 21% but not more than 60% of the day. This may include children placed in: resource rooms with special education/related services provided within the resource room; or resource rooms with part-time instruction in a regular class.	yes	Resourced	Yes
all but PS	C	Outside Regular Class for more than 60% of the day. This may include children placed in: self-contained special classrooms with part-time instruction in a regular class; or self-contained special classrooms with full-time special education instruction on a regular school campus.	yes	S-C	yes
all but PS	D	Public Separate Day School for greater than 50% of the school day. This may include children placed in: public day schools for students with disabilities; or public day schools for students with disabilities for a portion of the school day (greater than 50%) and in regular school buildings for the remainder of the school day.	yes	S-C	Yes
all but PS	E	Private Separate Day School at public expense for greater than 50% of the school day. This may include children placed in: private day schools for students with disabilities; private day schools for students with disabilities for a portion of the school day (greater than 50%) and in regular school buildings for the remainder of the school day; or private residential facilities if the student does NOT LIVE at the facility.	yes	S-C	Yes
all but PS	F	Public Institutional Facility for greater than 50% of the school day. Receives education programs and lives in the public residential facilities during the week. This may include children placed in: public residential schools for students with disabilities; or public residential schools for students with disabilities for a portion of the school day (greater than 50%) and in separate day schools or regular school buildings for the remainder of the school day.	no	S-C	Yes

Service Type (Continued)					
Grade	Service Code	Description	State Funding Eligible	Federal Only: Resourced or Self-Contained	Federal Funding Eligible
all but PS	G	Private Residential Facility at public expense for greater than 50% of the school day - not on educational voucher. Receives education programs and lives in private residential facilities during the week. This may include children placed in: private residential schools for students with disabilities; or private residential schools for students with disabilities for a portion of the school day (greater than 50%) and in separate day schools or regular school buildings for the remainder of the school day.	yes	S-C	yes
all but PS	H	Home based/homebound/hospital program. Receives education programs in home based/homebound/hospital environment that includes children with disabilities placed in and receiving special education and related services in: hospital programs; homebound or home based programs.	yes	Resourced	yes
all but PS	I	Services provided in a regular classroom. The only disability categories that can be reported here are MD, A, SMR, and OI.	yes	S-C	yes
all but PS	J	Private School placement, enrolled by parent(s). Basic education is paid through private resources, for those determined to receive special education and related services but provided at public expense. This also includes children who are home schooled.	no	Resourced	yes
all but PS	S	Regular Class with Supplemental Aids/Services. This includes children that do not receive direct special education instruction but who receive accommodations within the regular classroom. A special education teacher could also consult with regular education teacher.	yes	Resourced	yes
all but PS	V	Private Residential Facility at public expense for greater than 50% of the school day - on educational voucher. Receives education programs and lives in private residential facilities during the week. This may include children placed in: private residential schools for students with disabilities; or private residential schools for students with disabilities for a portion of the school day (greater than 50%) and in separate day schools or regular school buildings for the remainder of the school day.	no	S-C	yes

**** If a Special Education category is listed for a student then a service type must also be listed. Special Education funding will not be distributed if both the category and service type are not provided.**